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Vocational guidance for disabled veterans.

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VOCATIONAL GUIDANCE FOR DISABLED VETERANS



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VOCATIONAL GUIDANCE FOR DISABLED VETERANS

BY

ARTHUR J. G. FOLEY

A problem presented in partial fulfilment of
the requirements for the Master of
Science Degree

University of Massachusetts

1947

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THE INTRODUCTION

CHAPTER I

INTRODUCTION

With the conclusion of the greatest war in history in 1946, there followed need for meeting the new post-war problems of a world at peace. One of the most pressing problems was that of rehabilitating the veterans who were now available to pursue peaceful occupations and who, because of disabilities, were unable to carry on alone and work out their problems to a successful conclusion. For this reason the Rehabilitation Centers, a part of the Veterans Administration, were reactivated, and throughout the country many more branches were opened up where guidance and counseling are given to these men who so badly need assistance in preparing themselves for a useful and independent life. It is with one of these Rehabilitation Centers that this report is concerned.

In gaining the material for this report, the author spent nearly a year at the Springfield College Veterans Guidance Center, Springfield, Massachusetts. During this time the author sat with the appraisers as they counseled the men, talked to many of them in order to obtain their ideas, and saw exactly how the veterans, who were all disabled men, were handled and placed in training that they might become rehabilitated and go out into the world able to hold their own with others more fortunate than they.

Each man who entered the Center was an individual problem and to him this period was a time of crisis to

be met and successfully overcome. "In his 'Principles of Guidance', Jones lists as one of the greatest needs of guidance today a complete listing and description of the situations in the lives of young people that call for guidance, with special references to the most important ones, the times of crises."¹ Realizing that this fact is true concerning the men who come to the Center for guidance, the counselors are giving all possible aid to these men.

Since the major part played by the Guidance Center is to place these men in some objective where they will receive training in an occupation suitable for them, it is fitting that a description of placement counseling be included in the Introduction.

(1) Placement Counseling. This type of counseling is the most difficult of all types of guidance, because it makes use of every phase of guidance and the results, if not arrived at correctly, will be far reaching not only to those men counseled but to the field of guidance also.

The function of this type of counseling is to prepare the counselee for making proper efforts in his own behalf, and for cooperating effectively with advisers, training officers and others acting in his behalf, for the purpose of finding suitable employment and making appropriate contacts with prospective employers to all disabled veterans who

(1) Tiegs, Ernest W. Tests and Measurements for Teachers. p. 167

pursue vocational rehabilitation under Public Law 16, (which is for disabled veterans only), because the object of their advisement and training is to restore employability. The vocational guidance provided veterans who request it under Public Law 346, (which applies to all ex-servicemen), may include instruction, if a veteran desires it, as to the methods and principles to be observed in securing employment suitable to their occupational capacities. These capacities are evaluated by the application of the vocational advisement procedure set forth in the Manual of Advisement and Guidance.

Counseling aimed directly at the application of correct methods and principles in "finding and landing" a job is such an integral part of vocational counseling as to be often regarded as a phase of that subject. The importance, however, of insuring as far as possible the success of every step to be taken in accomplishing placement in employment is so great that the subject is believed worthy of separate consideration.

It is appropriate to point out here that the functions of placement counseling often devolve upon a training officer, placement officer, or an employment officer who is not the same person as the adviser who counseled the trainee into a course of vocational training to prepare for the designated objective in which he seeks employment after completing training.²

(2) Scott, Ira D. Manual of Advisement and Guidance. p.4

In addition to the above description it is necessary to include a few definitions with which everyone is not too familiar, and which will help to clarify some parts of the paper.

(2) Definitions.

Position - is an aggregation of duties, tasks, and responsibilities requiring the services of one individual.

Job - is a group of positions significantly identical in all respects. e.g. Senators.

Occupation - includes a group of jobs sufficiently similar in respect to their duties, responsibilities and working conditions to warrant like treatment in personnel processes.

Disability - an impairment of mind-body functions is a disability. It may be of congenital origin or it may be due to injury, disease or other causes. Note that diseases and injuries are not themselves disabilities. They cause disabilities.

With these necessary facts explained it is possible to go on to the statement of the Problem and show what was desired and how the results were obtained.

STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE

CHAPTER II

STATEMENT OF PROBLEM AND OUTLINE OF PROCEDURE

This study is an effort to obtain the available material dealing with the advisement and counseling pursued by the Springfield College Veterans Guidance Center, Springfield, Massachusetts, and to show the construction of the organizational set-up, its aims and the results of the work performed.

(1) Statement of Problem. In order to obtain a clear picture of the functions of a guidance center, it was necessary to divide this problem into four distinct and logical steps or parts:

(a) To explain as concisely as possible the organization and function of this Rehabilitation Center for veterans.

(b) To show by compiling the data available from the period June 1946 to November 1946 how many men were counseled, placed on "On the Job Training", their educational background and present status, and their disabilities; to attempt to show the proportion of men placed in various fields of endeavor, comparing these percentages with the State and National percentages of men in the same fields of endeavor.

(c) To take a few of the more difficult cases, analyze them, and explain the work entailed in aiding these disabled men to prepare themselves for a vocation.

(d) To draw, wherever possible, generalizations regarding the type of subject, type of diagnosis, type of

remedial training, type of ability required of the counselors, etc.

(2) Subjects and Materials. As this data concerns only one guidance center, there was not much material available except that which applied to similar centers in other colleges and universities. This was valuable in finding the organization of the Centers, but that was all. During the six month period from June to November 1946 the center served approximately seven hundred and thirty men. It is from the information pertaining to these men that parts "b" and "c" of the Problem have been written.

(3) General Procedure.

(a) A comprehensive study was made using all available books, magazines, and other literature that dealt with the present organization of guidance centers. To this was added the exact procedure at the Springfield College Veterans Center and the qualifications of the personnel who did the actual work at the center.

(b) By taking the entire set of cases of the men who had been counseled during the period from June to November 1946 and setting up a master check-list, it was possible to find the number and per cent of men who were disabled, their present status, educational background, marital status, objectives chosen and all other pertinent data concerning these veterans. From this information tables were drawn up to show more clearly the entire picture.

From these tables, comparisons have been drawn and reasons for discrepancies which existed have been explained.

(c) In order to show exactly how the counselees were handled and the great amount of work involved in each case, certain cases have been selected that a true understanding might be developed concerning the wide range of factors that are found in the cases which present themselves every day to the Vocational Appraisers. Included in this phase is an explanation of the many branches of the Veterans Administration that are so closely allied to the work done by the guidance centers.

(d) It was hoped that in the fourth part of this problem certain generalizations could be made and the types of remedial training and diagnosis shown, but after months of searching it is fairly certain that no specific answers can be found. The procedure in searching out the desired information was to contact the appraisers and training officers and to question them about their knowledge of the subject. This was done with little success, because no one case is the same and each diagnosis differs from the next.

(e) After gathering all the data possible, the entire problem was written, and comparisons made. In the light of present day conditions it was possible to make some interpretations using the material included in the problem.

ORGANIZATION AND FUNCTION OF THE PERSONNEL IN A GUIDANCE
CENTER

CHAPTER III

ORGANIZATION AND FUNCTION OF THE PERSONNEL IN A GUIDANCE CENTER

Since there are so many important facts to be discussed dealing with the organization and function of the personnel in a guidance center, there will be no embellishments to those facts in this report. The first topic to be discussed is the organization of the entire administration from the top down, until the guidance center in which the interest lies is reached.

(1) Organization. The development and administration of a definite program for accomplishing the vocational rehabilitation, education and training of veterans is the function of the Veterans Administration Office of the Assistant Administrator for Vocational Rehabilitation and Education. This office comprises four main services: Advisement and Guidance, Registration and Research, Training Facilities, and Education and Training.

(a) The Advisement and Guidance Service is responsible for developing and administering the counseling program of the Veterans Administration. In order to understand the organizational structure within which the Advisement and Guidance Service operates, a brief explanation of the three other services is necessary.

(b) The Registration and Research Service determines eligibility and the extent to which a veteran is entitled to education or training under Public Law 346, in-

cluding claims to subsistence allowances. It conducts all activities pertaining to registration of veterans who apply for benefits under either Public Law 16 or Public Law 346. This service also studies, evaluates, and analyzes reports, inquiring into the rehabilitation of disabled persons with respect to the overall needs for the general education and for training personnel in the various crafts, trades and professions.

(c) The Training Facilities Service is responsible for developing an adequate reservoir of training facilities consisting of schools, colleges, universities and on-the-job training establishments. It secures from the appropriate department of each State lists of educational and training institutions which have been determined by the appropriate agency of the State to be qualified and equipped to furnish education or training. It makes contracts and agreements with educational or training institutions under Public Law 16 and when necessary under Public Law 346.

(d) The Education and Training Service supervises the veteran while he is in training, and in the case of a disabled veteran, determines when he has been rehabilitated. It prepares detailed outlines of training courses for veterans pursuing vocational rehabilitation under Public Law 16, initiates the procedure for reevaluating the effectiveness of training or advisement in individual cases under

either Act, and in cooperation with the Advisement and Guidance Service approves changes of courses of education or training under Public Law 346.

The functions of the above named services are carried out and coordinated by an organizational hierarchy extending from the Central Office in Washington, D.C., to branch offices in thirteen principal cities, to regional offices in the smaller cities and to guidance centers in colleges and universities.

(2) Guidance Centers have been established in over two hundred and fifty educational institutions, principally universities and colleges, to assist in the tremendous task of furnishing professional counseling services to veterans. Contracts are now being negotiated with other educational institutions and it is estimated that the number of guidance centers will eventually increase to over four hundred. Veterans Administration Guidance Centers are under the jurisdiction of the regional offices. Colleges and universities have been selected as the best source of potential advisers since no other institutions were in a position to supply trained personnel to furnish the necessary counseling services as readily as they were. Thus the contract guidance centers in colleges and universities were instituted. On the whole, college personnel are judged to be better trained professionally and equipped with more practical experiences in counseling students and adults, and to be more easily

and quickly trained in the use of specific counseling equipment and techniques.

(a) Contracts. Under contracts between the Veterans Administration and the educational institutions, various types of technical and professional counseling services are provided by the institutions. The types of services rendered by the institutions vary according to the counseling facilities available. Some colleges furnishing psychometric service only, while others furnish complete counseling services, including interviewing, psychological testing, vocational and educational counseling, and personal adjustment counseling. The Springfield College Veterans Guidance Center is the type that furnishes a complete counseling service.

(b) Guidance Personnel. Guidance centers are organized to make maximum use of institutional personnel who are qualified to counsel veterans. The college employs its own counseling personnel, including psychometrists, while the Veterans Administration furnishes a vocational adviser and a training officer. Counselors employed by the college are called "Vocational Appraisers" to distinguish them from the "Vocational Advisers" employed by the Veterans Administration.

1. The Vocational Adviser as the chief Veterans Administration representative is responsible for

coordinating all activities of the center that relate to carrying out the policies, procedures and regulations of the Veterans Administration. He is specifically charged with reviewing the advisement record executed by the vocational appraisers to determine the suitability of the selected employment objective with reference to meeting the legal requirements for accomplishing vocational rehabilitation. He is also responsible for referring to the medical consultant any problems concerning medical feasibility upon which the Veterans Administration personnel and the institutional personnel cannot reach an agreement.

2. The Training Officer outlines a training course for veterans entering training under Public Law 16. He is of particular assistance in giving counselors specific information about what on-the-job training possibilities exist in the local area served by the guidance center. In addition, the training officer performs his usual duties of inducting claimants into training and following their progress.

3. The Director of the Guidance Center is a trained expert in the field of guidance and testing. The director of the Springfield College Veterans Guidance Center is hired by the college. He in turn secures the vocational appraisers, the psychometrist, and the secretarial staff. The director is responsible to the college for the smooth

functioning and financial success of the center. He is also responsible to the Unit Chief (Vocational Adviser) for carrying out correctly the Public Laws as enacted by Congress.

Whenever a man is to be tested so that the appraisers may further counsel him, it is the director who, after studying the case history, decides which tests should be administered. Actually if the appraiser is familiar with tests and testing it is not absolutely necessary to go to the director. Instead the veteran is taken to the psychometrist who is told by the appraiser what tests to administer.

(3) Qualifications of a Vocational Adviser. There are definite requirements established by the Civil Service for those who wish to be counselors in the Veterans Administration. These will be listed and followed by the qualifications for a vocational appraiser who is employed by the college.

1. Civil Service Requirements for Vocational Adviser. The minimum requirements as established by the Civil Service Commission and the Veterans Administration are stated as follows for the Vocational Advisers positions. Experience is required for admission to written tests. Except for the substitution of education provided for, applicants must have had the following experience:

<u>Grade</u>	<u>Required Experience</u>
P-2	Three years of Type I and one year of Type II
P-3	Four years of Type I and one year of Type II
P-4	Four years of Type I and two years of Type II
P-5	Three years of Type I, two years of Type II and one year of Type III
P-6	Three years of Type I, two years of Type II and two years of Type III.

2 Types of Experience

I. Progressive, responsible experience in one or more of the following types of employment, which has provided a knowledge of the problems of vocational adjustment.

a. Personnel management, employment placement, or employee training in the Armed Forces; or governmental, business or industrial organizations, in which a knowledge of interviewing and placement techniques and familiarity with the requirements of a variety of occupations were gained.

b. Experience in programs conducted by federal, state, or municipal governments, or private health or welfare agencies, which included social work, counseling and employment training.

c. Vocational Guidance or placement service in a secondary school, college or university, provided that it was a regularly designated responsibility, and not merely incidental to other assigned activities.

d. Teaching college or university courses directly related to the duties of the position, such as vocational counseling, vocational guidance, occupational analysis, employment or industrial relations, and psychological testing.

e. Experience as a clinical psychologist.

II. Experience which had demonstrated an understanding of the principles underlying the construction, administration, use and interpretation of psychological and educational tests, including tests of interest, aptitude, and ability.

III. Experience in a supervisory or administrative capacity involving planning, directing and coordinating the major activities of a program and the interpreting of the policies and regulations. This experience is not restricted to the types outlined under "I" above.

Substitution of Education for experience under I and II above: For each nine months of the experience required in I, up to a maximum of three years experience, applicants may substitute one full year of undergraduate study successfully completed in a college or university of recognized standing.

Graduate study in sociology, economics, research, statistics, or social work may be substituted, year for year, up to a maximum of two years for the experience required experience in II above, up to a maximum of two years

of experience, provided the total educational background has included courses in psychological testing.

No substitution may be made for one year of the experience required for the P-3 grade or for the two years required for the P-4 grade.

No substitution may be made for the supervisory or administrative experience required in III above.

(3) Salary. The salary scale for these positions is as follows:

<u>Grade</u>	<u>Salary</u>
P-2	\$ 2,980. plus overtime
P-3	\$ 3,640. plus overtime
P-4	\$ 4,300. plus overtime
P-5	\$ 5,180. plus overtime
P-6	\$ 6,230. plus overtime

After examining such a list of requirements, it is easy to see why there were few people qualified to become counselors and why the Veterans Administration was forced to seek aid from the colleges and universities.

It will not be necessary to delve any further into this phase because the men who do the counseling at the Springfield College Veterans Guidance Center are not government employees, rather they are all in the field of education and psychology.

(4) Qualifications of a Vocational Appraiser. There

are no set requirements for the position of appraiser but the men must have had experience in the fields of psychology, testing, education and guidance. The total number of appraisers hired by the college is ten. Of this number six hold Doctorates in Psychology and are members of the American Psychology Association. The remaining four have advance degrees and are members of various education organizations. This is very unusual because few centers can boast such a highly qualified group of appraisers as are found at the Springfield College Veterans Guidance Center. The result is that an excellent piece of work is being accomplished for the veterans who come to the center for advisement and counseling.

Now that all the necessary requirements, qualifications, and the organization of a guidance center and personnel have been discussed, the author will outline the entire process of counseling which a veteran experiences when he comes to the guidance center. There is a great deal of work involved prior to the veterans appearance for aid and this will be included in the following description of the counseling procedure as employed not only by the Springfield College Veterans Guidance Center, but by all centers.

(5) Counseling Procedure. The order in which the counseling procedures are carried out may be better understood by the following exact steps. When a veteran applies for vocational rehabilitation under Public Law 16 or for the

educational or vocational guidance under Public Law 346 an appointment letter is mailed to him and a "Rehabilitation and Education File" is prepared for his case. In this file are placed pertinent papers from his service record and abstracts of medical and social data that may be necessary for counseling. If the veteran is disabled, there is also included a copy of his Veterans Administration Disability Rating Sheet. Transcripts of school records and statements from former employers are secured if necessary for counseling purposes.

Before the veterans report for counseling the appraiser assigned to the case reviews all the material that is in the counselee's Rehabilitation and Education File. When the veteran reports he is introduced to his appraiser who explains to him his rights and benefits and what to expect from the advisement procedure. During the initial interview with the veteran the appraiser secures factual data which he records on the form entitled "The Individual Survey". The data includes, among other items, the veterans family status, employment status (preference for employment or training), work history and vocational outlook. This personal history information is very helpful in the selection of appropriate test batteries. After the Individual Survey is completed, the appraiser confers with the psychometrist and arranges for testing. The psychometrist administers and scores the tests, records the test results and prepares a "Test Record

and Profile Chart". These results together with any special comments which may be helpful in interpreting the test data are transferred to the appraiser and if necessary the psychometrist again confers with the appraiser.

The appraiser now has the information necessary to provide a basis upon which to proceed in taking the steps which relate more closely to assisting the veteran in selecting an employment objective and the course or courses of training to prepare therefor. The appraiser studies the information assembled in the Vocational Advisement Record and evaluates that relating to each of the factors to determine its significance in the selection of the educational or occupational objective. He discusses the various factors with the veteran, making any explanations which are necessary to give the counselee insight into their significance and in so doing gives special attention to supplying any occupational information which will help the veteran to make his own determinations concerning the choice of his educational or occupational objectives and training courses.

When a tentative selection has been made, the physical demands and the environmental factors of the chosen objectives are checked with special care, to ascertain whether any activity may overtax the veteran's capacity and whether there may be any condition under which he should not work. The personal characteristics which are necessary for success in the chosen employment objective are also considered.

These checks are made by the use of special devices provided in the forms. A conference is then conducted to consider the adequacy and suitability of the chosen employment objective. Included in the conference are the veteran, the vocational adviser, a training officer, and when necessary a medical consultant. If the selected employment objective is found not suitable the appraiser proceeds to assist the veteran until a suitable one is chosen. When the employment objective is agreed upon the appraiser prepares a "Summary of Vocational Advisement Record" and includes therein any special recommendations to the training officer who continues to assist the veteran throughout his period of training.

Although the different steps in the counseling procedure have been described as occurring in a specific order, it should be remembered that the actual order of occurrence of these steps will depend on the individual nature of the problem of the veteran. In some instances, for example, it may be necessary to conduct several interviews with the veteran before proceeding to the actual selection of an employment objective. In other cases it may be necessary to refer the veteran to a psychiatric clinic before completing the personal history statement. The counseling procedure is a very important part and the men who do the counseling have to be prepared to answer almost any type of question. One of the important steps in being a good appraiser is a knowledge of industry, business, and other fields in which a

veteran might be interested. Today with the specialization that exists in industry it is impossible for any one man to know all about different types of work and the various machines that are found in factories. It is important, however, to have a general knowledge of how industry functions, particularly the industries surrounding the local area.

(6) Dictionary of Occupational Titles. Realizing that no man could ever hope to learn everything about all the occupations, the United States government has printed a book entitled "Dictionary of Occupational Titles". This book is available to guidance centers, employment agencies, and anyone who has a need for the information contained in it.

Part I of the dictionary contains definition of titles. This is a book prepared by the United States Employment Service. Information for each definition has been secured from two sources: 1. The majority from direct observation or job analyses; 2. Augmented by a compilation of occupational data secured from such sources as libraries, employers, trade or labor associations, labor organizations, and public-employment offices. The great majority of jobs are defined in broad, all-inclusive terms.

The dictionary defines 17,452 separate jobs...these are also known by 12,292 alternate titles, making a total of 29,744 titles defined.

Each definition in the dictionary includes an industrial designation indicating the industry or industries in which the job is found. At the level of breakdown used for the dictionary, there are about 130 industries represented.

Seven thousand of these job classifications are coded. A job classification may consist of only one definition, or there may be as many as several hundred job definitions in one job classification. The actual code number for each job classification appears with only those 7,000 odd titles that are the basis of the job classification.

Part II of the dictionary deals with titles and codes. The following data shows how the code numbers apply to the Major occupational groups.

<u>Major Occupational Groups</u>	<u>Code Numbers</u>
Professional	0-0 to 0-4
Semi-professional-Technical	0-4 to 0-7
Managerial and official	0-7 to 1-0
Clerical	1-0 to 1-5
Sales	1-5 to 2-0
Domestic service	2-0
Personal service	2-2 to 2-6
Protective service	2-6
Building service	2-8 to 3-0
Agriculture, Horticulture	3-0 to 3-4
Fishery	3-8
Forestry	3-9

Skilled-Trade and industry	4 and 5
Semi-skilled-Trade and industry	6 and 7
Manual	8 and 9

Dictionary of Occupational Titles Parts I and II provide standard titles, codes, and definitions for occupations. They have become a tool by means of which specific occupational information is transferred among such interested groups as the United States Employment Service, Selective Service, the Armed Forces, Employers, schools, and others.

To be meaningful, however, occupational titles and codes from Part I of the dictionary should be used only to denote an individual ability to do the kind of work that is defined in the dictionary under that title and code. In counseling there is a definite value in this type of occupational classification. Counselors need to know, or to find out, what kind of work an individual is actually qualified to do. But there is another need which is just as important. With individuals requiring vocational counseling, classifications are needed which will indicate the kind of work that each individual has the ability to learn to do. Such classifications, since they reveal potential ability, cannot always be limited to specific occupations, but must state the field of work in which a given set of potential abilities might apply.

A classification, therefore, which might be applied to an individual with the potential ability to learn to do a

set of tasks would need to say in effect, "this individual has the qualifications necessary to learn to do the types of Metal Machinery involving the operation of lathes, milling machines, and other machine shop equipment."

Part IV. Classifications in the Revised Edition of Part IV of the Dictionary of Occupational Titles say just that. In the Revised Edition the broad fields of work, identified by three-digit codes, have been subdivided into as many as six-digit fields of work in some cases. Each field of work becomes more specific by the addition of each digit to the code.

Following is an example of the breaking down of the classification into a specific field of work.

In the Revised Edition, 4-X2 Machine Trades is subdivided into four-digit fields of work: 4-X2.0 Machining. In the field of 4-X2.0 Machining, five-digit classifications have been set up: 4-X2.01 Metal Machining. Six-digit classifications have been set up in 4-X2.01 Metal Machining as follows:

4-X2.010	All-around Metal Machining.
4-X2.011	Metal Lathe Work.
4-X2.012	Metal Milling and Related.
4-X2.013	Metal Planing, Shaping, and Related.

In other words, the Dictionary of Occupational Titles, Parts I, II, and IV, now contains occupational classifications which range all the way from very broad groupings of

occupational activities to very specific job distinctions. With these Parts, the counselor is able to tell the counselee exactly what any job demands in physical labor and intelligence. The Dictionary helps counselors to know all requirements of various jobs in industry.

Another dictionary, entitled "Occupational Outlook Information", which is helpful to the counselors when they are attempting to place the veteran in some objective contains a number of the major jobs in all types of industry, and lists in detail exactly what physical abilities are needed to perform the jobs. If the veteran has decided on a particular objective and the counselor is not certain that he can successfully perform the duties required by that job, the counselor turns to this dictionary of physical requirements to make certain that the man has or has not the physical ability. This is used quite frequently at the Springfield College Veterans Guidance Center. It has saved many hours of revaluation and also has saved many a veteran from disillusionment.

All these aids are invaluable to the counselor and allow him to spend more time on each individual's problem in helping him to set himself up in some objective that will be to his liking and ability.

(7) Testing Program. A vital part of the counseling procedure in aiding a man to choose an objective are the tests that are administered to him in an attempt to

discover if he is qualified mentally and educationally for the objective. In the fields of Intelligence, Aptitude, and Mechanical Ability the tests today have improved significantly so that it is almost required that a man be given tests in the field of his choice. This is not only a safeguard for the claimant but is also another tool by which the appraiser can ascertain the limitations and qualifications of the counselee. Tests have reached the point where the reliability and correlation figures are accepted by all guidance workers. These same tests are being constantly improved and new ones built up that a true picture, of an objective nature may be drawn concerning the testee.

The Springfield College Veterans Guidance Center upon its inception over a year ago did not take advantage of a testing program. Some tests were given, but only in extreme cases. The testing program has gradually built up until today every man who comes to the center has administered to him at least one, and more often more than one, test. This program has evolved into a real systematic attempt to really find the scope of abilities of each veteran.

The center has a large well-equipped room set apart for administering the tests. In charge is a competent psychometrist and an assistant psychometrist who receive the men and administer all tests. The psychometrist in charge scores the tests, fills in the profiles and on the

the record sheets used for the profile charts writes any information noted concerning the veteran while he was taking the test that might be of value to the appraiser. Other remarks are included that will aid in the interpretation of the tests given.

There are two recognized types of cases in the testing procedure. The first is the routine step where the man knows what he desires, he takes the necessary tests, and is through. The second and more important is that of case analysis. In this case the appraiser and psychometrist discuss the case in question, give some tests, view the results, administer more tests if necessary, and then reach some conclusions. This second type is more involved because frequently more tests have to be administered to a man who has no idea as to what he would like to do, but who wishes to do something.

1. Tests. Throughout the United States all guidance centers have a list of tests that have been approved by the Central Office in Washington. No other tests may be used by the center in the counseling procedure unless the council approves. The following is a complete listing of the tests approved and used by the guidance center at Springfield. It will be noted that this list is a very complete and comprehensive one that covers almost every possible type of ability.

a. Interest Tests.

Kuder's Preference Record

Strong's Vocational Interest Blank

Thurstone's Vocational Interest Schedule

Occupational Interest Inventory (Cal.)

b. Personality Inventories

Bell Adjustment Inventory (Adult)

Benreuter Personality Inventory

Personal Audit (Adams-Lepley)

Minnesota Multiphasic Personality Inventory

c. Special Aptitude Tests

Minnesota Spatial Relations Test

Minnesota Rate of Manipulation Test

O'Connor Finger-Tweezer Dexterity Tests

Pennsylvania Bi-Manual Work Sample

The Purdue Pegboard

MacQuarrie Test for Mechanical Ability

Revised Minnesota Paper Form Board

Bennett's Mechanical Comprehension Test

Minnesota Vocational Test for Clerical Ability

Survey of Space Relations (Calif.)

Minnesota Mechanical Aptitude Test (Assembly)

O'Rourke Mechanical Aptitude Test

d. Mental Ability Tests (Group)

Revised Army Alpha Exam, Form A (Bregman)

California Test of Mental Maturity

Chicago Test of Primary Mental Abilities

Otis Quick-scoring Mental Ability Tests

Gamma Test Form AM

Terman-McNemar Test of Mental Ability

e. Mental Ability Tests (Individual)

The Wechsler-Bellevue Intelligence Scale

Interim Hayes-Bivet Intelligence Tests for
the Blind

f. Tests of Scholastic Aptitude

ACE Psychological Exam for High School Students

ACE Psychological Exam for College Freshmen

Ohio State Psychological

g. Achievement Tests

Cooperative Achievement Tests

Gray Standardized Oral Reading Paragraphs Test

Iowa High School Contest Examination

Michigan Vocabulary Profile Test

Progressive Achievement Tests

Stanford Achievement Test

U. S. Armed Forces Institute Tests

Woody-McCall Mixed Fundamentals in Arithmetic

h. Art Aptitudes

McAdory Art Test

Meier Art Judgment Test

i. Engineering Aptitude Tests

Engineering and Physical Science Aptitude Test

Placement Exam. in General Engineering Drawing

j. Music

Musical Memory Test (Drake)

Seashore Measures of Musical Talent

k. Miscellaneous

Detroit Retail Selling Inventory

Stanfoed Scientific Aptitude Test (Zyve)

Study Habits Inventory (Wrenn)

(8) Springfield College Veterans Guidance Center. The duties and functions of the personnel assigned to a guidance center and the various qualifications for each person have been outlined previously. It has also been shown how the Springfield Center is organized and the size of its staff. It is now desired to describe the human element that enters into the work of the personnel as they work together every day in the guidance of the disabled veterans.

At the Springfield Center a greater part of the "red tape" has been eliminated because the same men have been working together for over a year, and each person has come to know and recognize the abilities of the other. The Center has the air of friendliness and quiet efficiency. There is no apparent haste or bustle, no noise except the low murmur of voices, and no worried expressions on the faces of those working. Every now and then laughter can be heard, the greatest contributing element in breaking down barriers set up by the veterans and in helping them to be

at ease. If a man has been at the center once he is always remembered and greeted by name when he returns. No one is too busy to stop and ask a man who appears lost if he can be of assistance. In substance there is no formality or stiffness that would tend to hinder the cause of real guidance. It is here that the rules and laws of guidance are put into practice with the result that every man, upon completion of his counseling, leaves with a feeling that he has been given the best of guidance and that his visit to the center has been worth while.

STUDY OF RESULTS

CHAPTER IV

STUDY OF RESULTS

This chapter deals with the study of the statistics of the men who were assigned to the Guidance Center from June through November 1946. Primarily it will deal with those men, totaling 485 in number, who were placed on "On the Job Training", for which the center was credited.

The total number of veterans assigned for the advisement was 913. Of this number 34 per cent were not credited to the Guidance Center since they were classified under the categories of:

Training not Desired.

Revaluation.

No Response.

Approximately 730 veterans have been served by the center during the six month period. The following data reveals some interesting facts about the veterans who have been processed by the staff.

(1) Age Distribution. The first study dealt with the 730 veterans who had come to the guidance center and their age distribution. The results of this study are shown in Table I. It is to be noted that 78 per cent of these men fall in the age group of 20-30 years, years which in normal times would be spent by the men in establishing themselves in some profession, trade, or occupation. Most of these men spent three to five years in the Armed Forces and now, because of disability, are forced

TABLE I

Percentage of Men Seeking Advisement According to Their
Different Age Groups.

Age	Number of Men	Per Cent
18 years	15	2%
19	21	3%
20	37	5%
21	88	12%
22	58	8%
23	73	10%
24	73	10%
25	59	8%
26	59	8%
27	43	6%
28	29	4%
29	44	6%
30	37	5%
31	29	4%
32	21	3%
33	14	2%
34	0	0%
35	15	2%
36	15	2%

to learn a new occupation. The range of ages is from eighteen to thirty-six years, a total of eighteen years. A rather significant factor is that all these men come within the age limit set by the draft. There are no men over the age of thirty-eight who have sought guidance because they were discharged earlier and returned to the civilian occupations which they had left. These men were undoubtedly well established in business before being drafted and were able to return to their former occupations upon their discharge. There have been many men over thirty-eight who have seen combat and long service, but it so happened that none came to the guidance center during the six-month period covered in these tables.

(2) Educational Background. The greater percentage of the veterans who have been advised at the Springfield College Veterans Guidance Center during this period have attended High School or College, as is shown in Table II. Actually the percentage of men seeking advisement was slightly above the national average in educational background, which made counseling much easier for the staff. The counselors were able to talk to these men and help them solve their problems because the veterans realized the existing situation and were willing to cooperate fully with the center.

In Table II are found the figures showing that ten per cent of the men went to college, sixty-four per cent attended

TABLE II

Percentage of Men According to The Grades
Attained in School

Grade	Number of Men	Per Cent Who Had Finished Indicated Grade	Cum. Per Cent
Graduate School	7	1%	1
College 4 years	7	1%	2
College 3 years	7	1%	3
College 2 years	29	4%	7
College 1 year	29	4%	11
12th Grade	291	40%	51
11th Grade	66	9%	60
10th Grade	109	15%	75
9th Grade	80	11%	86
8th Grade	70	10%	96
7th Grade	29	4%	99-
6th Grade	7	1%	100
College	73	10%	
Senior High School	468	64%	
Junior High School	182	25%	
Grammar School	7	1%	

Senior high school, twenty-five per cent entered Junior high school, while the remainder of one per cent ended their education in Grammar school. Out of the entire group of seven hundred and thirty, seventy-three went to college, four hundred and sixty-eight advanced to Senior high school, (the greater part of the group), one hundred and eighty-two attended Junior high school, and the remaining seven were in Grammar school only.

(3) Marital Status. One of the most important factors, and one which caused so much worry among the men, was that three hundred and twenty-nine men, or forty-five per cent, were married, many with one or more children, and they needed to begin immediately on something new in order to keep themselves economically solvent. Few had savings accounts, and to them time was all important. The status of the men can be seen at a glance in Table III. The remainder of the men were not as hard pressed; fifty-three per cent were single and the remaining two per cent either separated or divorced. Their responsibilities were not heavy, yet they, too, wished to find out what limitations their disabilities placed upon them.

Since all these veterans were disabled in some form or another, it was necessary to discover just how great were their disabilities, and the percentages of disability allowed by the government.

TABLE III

Marital Status of the Men. Showing the Per Cent Single,
Married, Divorced, or Separated.

Status	Number of Men	Per Cent
Single	387	53
Married	329	45
Divorced	7	1
Separated	7	1

(4) Disability Rating. Until one has come into actual contact with men who have been disabled in the war, it is impossible to visualize the wide range of diseases and injuries that have affected such a large group of our young men. It is sufficient to state here that the disabilities included diseases contracted in service, shrapnel and gunshot wounds, broken bones, amputations, and many more. Many of the men had two or more ailments that comprised their total disablement. Fifty per cent of the veterans who were advised had been given a disability rating for psychoneurosis, caused by innumerable varying factors. As shown in Table IV, fifty per cent, or 365 men, had only ten per cent disability. The next highest group, 94 men,

or thirteen per cent, were rated as thirty per cent disabled. Fifty-eight, or eight per cent, had total or one hundred per cent disability. That group having fifty per cent disability, (totaling 87 men, or twelve per cent of the entire group), were mainly men suffering from psychoneurosis.

TABLE IV

Disability Rating with Percentages and Numbers
of Men Involved

Disability Rating	Number of Men	Per Cent of Men
100%	58	8%
90%	1	.17%
80%	0	0%
70%	5	.7%
60%	11	1.5%
50%	87	12%
40%	36	5%
30%	94	13%
20%	73	10%
10%	365	50%

As stated previously, not all the men who were advised were placed on "On the Job Training". Many wished advice on furthering their education only. This type of advisement is called "G.I." advisement and comes under both Public Law 346 and 16. The remaining tables deal only with the 485 men who chose some occupational objective to be sought under Public Law 16. It is this phase in which there is the greatest interest. After showing the facts and figures of the men and the major occupational groups they selected, it will be necessary to interpret these facts to find out why so many men chose certain objectives in preference to others.

(5) Major Occupational Groups. Throughout the country whenever statistics are compiled concerning occupations, certain standard headings are used in order that anyone wishing to refer to the statistics dealing with occupations may understand them at a glance. These occupations are given general headings that are all inclusive and are accepted today by all. In the guidance center these same headings are used, and the men who have chosen certain objectives have been placed in these headings or groups. Table V shows the major occupational groups selected by the men who were placed in training for rehabilitation so that at the completion of their training, they might be able to go out and take their place in the world.

TABLE V

Major Occupational Groups Selected By the Veterans at Springfield College Veterans Guidance Center, Showing Number of Men, Objectives, and Per Cent in Each Group.

Groups	No. of Men in Group	No. of Objec- tives in Each Group	Per Cent
Professional	93	36	19.2
Semi-Professional	47	22	9.6
Managerial	32	19	6.6
Clerical	10	8	2.1
Sales	45	14	9.3
Agriculture	15	9	3.1
Skilled	216	77	44.5
Semi-Skilled	13	13	2.7
Personal Services	14	9	2.9
Total	485	207	100.0

Table V shows that 485 men chose 207 different objectives, which were grouped under nine major occupational groups. Two of the figures stand out prominently and call for some explanation. There were 93 men, or nineteen per cent, who chose objectives within the professional group, and 216, or forty-four per cent, who chose objectives in the

skilled group. The reason for the greater part of the men selecting these groups is that they do not wish to enter some unremunerative work when they have the opportunity to enter some profession that will have social prestige as well as excellent financial returns. Another reason is that the men have very good educational backgrounds and the intelligence to be able to enter a profession which will call for alertness and training. These are the two main reasons why so many of the men going through this particular center have been qualified and able to enter the top occupational groups. For these same reasons, very few of the men have chosen to enter the Personal Services or Clerical groups, which accounts for the low percentages of two and three per cent.

(6) Comparing Major Groups with Massachusetts and the United States. It was necessary to compare the percentages of the men who chose objectives in the major occupational groups with those of Massachusetts and the United States in order to see if the percentages at the guidance center were close to the figures of the State and Nation as a whole. The object behind this comparison was to find if there was any marked difference among the three sets of figures, and if so, why.

Table VI shows that in the Professional group, the center had 19.2 per cent of the men, while Massachusetts and the United States had 7.6 and 5. per cent respectively.

TABLE VI

Employed Male Persons by Major Occupational Groups in Springfield Guidance Center, in Massachusetts, in the United States, by Percentage.

Major Groups Occupational	Springfield Guidance Center	Mass.	U. S.
Professional *	19.2	7.6	5.0
Semi-Professional	9.6	- -	1.2
Managerial	6.6	12.0	11.1
Clerical *	2.1	18.2	7.5
Sales	9.3	- -	7.1
Agriculture	3.1	3.3	25.8
Skilled	44.5	2.1	16.5
Semi-Skilled	2.7	28.5	20.7
Personal Services	2.9	9.3	5.1

*

Mass. combines Professional and Semi-Professional; Clerical and Sales.

In the semi-professional group, the center had 9.6 per cent, the United States 1.2, while Massachusetts had its semi-professional group included in the professional figure of 7.6 per cent. In the skilled trades the center had 44.5 per cent, Massachusetts had 2.1 per cent and the United States

had 16.5 per cent. These figures show that the guidance center was exceptionally high over Massachusetts and the United States in the three groups mentioned. In the Semi-skilled group, the center had only 2.7 per cent of the men, while Massachusetts and the United States had 28.5 and 20.7 per cent, respectively. The center was very low in this group. In the Personal Services and Clerical groups, the center had an average of 2.5 per cent while the United States and Massachusetts had an average of 20 per cent in the same groups, which places the center far below the other figures.

In addition to the reasons listed in paragraph five of this chapter, there are many more reasons for this marked difference between the center, State and Nation. Industry is cooperating with the Veterans Administration in placing these men who can qualify in good positions and helping them along while in training until they become adept at the work they have chosen.

The area surrounding the city of Springfield is mainly an industrial one and there are unlimited opportunities for men who wish to enter skilled trades. Since Massachusetts has so many institutions of higher learning, it is possible for those men who wish to enter the professional fields to do so, provided they can qualify for entrance. Another factor is that the more advanced fields do not call for strenuous physical exertion, and since these men are all disabled

it is logical that they choose some objective within their physical capabilities. For these same reasons the men have not chosen the Clerical or Personal Service fields which neither pay as well nor have the social prestige that the others do. This is what the author has gathered from talking with the men when they have been at the center seeking guidance.

Having gathered all this information, the next question was, "Are the men being given individual guidance as they should, or were the appraisers, after a period of dealing with these men, becoming used to the case histories and placing a man in whatever objective that they, the appraisers, deemed the easiest way out"? This necessitated reviewing all the cases and finding those objectives more frequently selected, then seeking out the appraisers who placed the men in these objectives, to see if they tended to have too great a percentage of the men they counseled in these objectives.

(7) Objectives More Frequently Selected. In compiling the data used in Table VII, only those objectives that contained one per cent, or seven men or more, of the total group of 485 men, were used. Anything below one per cent was not considered useful. As stated just previously, this data was compiled to ascertain whether the appraisers had dispensed with their cases in the most expedient manner, or whether they did a complete job of counseling and the men merely happened to choose the objectives shown in Table VII

because of either their disabilities or the existing positions in the Springfield area. Much of the information gained cannot be placed in table form but can be explained.

TABLE VII

Objectives More Frequently Selected Showing the Major Group, Number of Men in Each Objective, and Percentages of Men in The Group as a Whole.

Group	Objective	Number of Men	Per Cent of Men in the Objective
Professional	Accountant, general	21	4.3
	Teacher, High school	13	2.7
Semi-professional			
	Draftsman, mechanical	14	2.9
Managerial	Junior Executive	12	2.5
Sales	Salesman, general	16	3.3
Skilled Trade	Automobile mechanic	30	6.2
	Automobile body repair	12	2.5
	Cabinet Maker I	10	2.1
	Carpenter	12	2.5
	Machinist II	10	2.1
	Toolmaker	12	2.5
	Watchmaker	7	1.4
Total	12	169	35.0

Taking the objectives that consisted of one per cent of the men or more, it was found that there were twelve objectives which included 169 men, or thirty-five per cent of the total group. All the other objectives were under one per cent. The twelve that were over one per cent are found in only five of the major occupational groups: professional, semi-professional, sales, managerial, and skilled trades. Skilled trade had seven objectives under its heading, professional had two, and the others had one each. If you will glance back at Table V you will find the number of objectives selected in each major occupational group. Then turn to Table VII, which will show the twelve objectives that were stand-outs and their relation to the group as a whole.

That thirty-five per cent of the men who had been placed in twelve objectives seemed rather high, so an accurate check was made of each appraiser and the number of men whom he had counseled in the six-month period to see if there was a tendency for any one of them to place men in this group of twelve objectives. All the cases were separated and placed with the name of the appraiser who had counseled each man. A search was then made for those who had been placed in the group of twelve; each separate pile was then counted for each appraiser. Out of the total of seven active appraisers who have been working right along, each appraiser averaged placing approximately 28 per cent of the men counseled in the twelve outstanding objectives. In other words, no one appraiser

had an overabundance of men in the twelve objectives under scrutiny. That seemed to clear up the question that perhaps there had been a laxness on the appraiser's part in placing these men.

Another question then arose as to why such a large percentage of the men were placed in these twelve objectives. Why wasn't there a group of men in the Building and Construction group, or why not more men in the field of radio and electricity? The answer was simple upon further investigation. The unions control these groups, and rule firmly. No man may enter these closed unions because the unions have a rule allowing only a certain number of journeymen, and for each specified number of journeymen, only one apprentice may be taken on for training. These apprentices are usually friends or relatives of the union members, and it is next to impossible to break through the barrier of nepotism. Even men who had had four years radio experience of the highest technical skill in the armed forces were given no credit in radio by the unions, thus excluding these veterans from gaining entry into that field. Unfortunately, to date no one has been able to do anything to change the existing rules. The unions are in complete control and will not cooperate.

The reasons why so many men have entered the skilled trades is that Springfield and the neighboring cities and towns are highly industrialized, having large silk mills,

paper mills, and woolen mills. These huge industries afford the men an excellent opportunity to become skilled tradesmen and have cooperated whole-heartedly with the Veterans Administration in placing the disabled veterans, often going out of their way to have special appliances added to machines so that an amputee may run the machines.

If the unions would cooperate just a bit with the Veterans Administration, there would be many more openings for these disabled men. As it stands today, the appraisers are very limited in the objectives for the men and can place them in only a few common fields. This is the answer to why so many men are found in so few objectives. It is hoped by the guidance people that changes will soon come about whereby the unions will drop their rules for a certain quota of the veterans so that men who are really interested, and very often excellently qualified, may enter the profession or trade of their choice.

METHODS EMPLOYED IN HANDLING CASES

CHAPTER V

METHODS EMPLOYED IN HANDLING CASES

In guidance work it is understood that each person who applies for aid is to be treated as an individual case totally different from any previous case. With this idea always in mind, it is difficult for the counselors to become channelized and callous. The disabled veterans who appear at the guidance center seeking advisement are very different from each other because no two men have the same degree or amount of disability.

(1) Affiliated Services. Not every man who comes seeking some objective placement has his case completed by the center. Many of the veterans are still having troubles not in line with their disabilities. Some men, because they have been disabled in combat, have serious family troubles. Wives are leaving their husbands because they have lost a limb, sight of an eye, or have some nervous affliction that is noticeable to the public. Some men have not fully recovered, although discharged from a hospital, or they are suffering from a recurrence of their disability. Such cases as these cannot be handled by the guidance center, and it is not the job of the center to handle such affairs as mentioned above. For this reason the Veterans Administration has set up a number of agencies dealing with every conceivable type of case that comes to their attention. These agencies include a legal branch, medical and dental branch, family relations and psychiatric branches. The legal

branch, for example, handles all matters such as divorces, wills, separations, financial problems and any other legal matters which the veterans present to them. The other branches take care of re-entrance into hospitals, new equipment for amputees, and so many more services that it is not possible to list them all in this chapter. It is sufficient to say that the author has tried every possible angle and has found that these branches have an answer to all questions. If by chance a new type case arises, the Veterans Administration will, through its agencies, set up something to cope with the new situation or condition. In cases dealing with disabled veterans, there have been no hard and fast rules established. Everything is flexible and subject to change. If a veteran seeking advisement is, in the opinion of the counselors, not ready for training and is in need of the services of one of the other branches, an appointment is immediately made and the veteran is sent to this new place where he will receive the best treatment that can be given to any man.

(2) Specific Cases. The following cases will be described as they were handled by the guidance center and their disposition either for training, further advisement, or reference to another branch because they were not ready to be handled by the center. These cases will show the many problems with which the counselors are beset, the tremendous amount of work in the gathering of complete information

concerning each case, and the weighing of the facts presented and available, before the case may be completed to the satisfaction of both counselor and counselee.

It will be remembered that the counselor has the veteran's folder containing all the available history of the man but that there is much that is missing that can be supplied only by the man in the interview.

Case A. This is a case where a man came for guidance, but because of his disability and his not having completely recovered from his experiences in the Armed Forces, he was referred to the psychiatric department who will try to restore his health.

Mr. A. came to the center for advisement under Public Law 16. His folder was opened and on his rating sheet it was discovered he had fifty per cent disability for psychoneurosis, ten per cent for amputation of two toes on his left foot, and additional disability for malaria and beri-beri.

The subject was 29 years old, married, no children, and his wife was employed. Looking at his abstract essential record contained on another form, it was found that he had been in the regular army from 1940 to 1946, a total of six years.

Mr. A. had been stationed on Bataan before, during the siege, and at the fall of the peninsula. He was captured by the Japanese in 1942, and was a member of the

the infamous "death march". At the end of the march he was immediately placed in a coal mine and forced to do hard labor for forty-two months.

Upon his liberation he was hospitalized for some ten months in 1946-47. His psychoneurosis was evidently caused by an incident while working in the Japanese coal mine, when, while being lifted to the surface in the cage from underground, the mechanism broke and he was left in midair for an unknown period of time before being hauled to the surface to safety. His other disabilities were caused by poor diet and lack of proper clothing to keep his body warm.

This man appeared before us seeking advisement. He was well dressed, and at first hasty glance looked well, but upon closer scrutiny it was evident that his entire physical well-being was undermined. He was a high school graduate, and had been a crew chief with the rank of technical sergeant, so it was assumed that he must have intelligence to have held such a responsible position.

When interviewed he did not respond to the normal interview processes. His reactions were slow, there were evidences of poor memory, and he stared into space. When asked if he would like to work either indoors or outdoors, he stated he would like to work outdoors or indoors. It was concluded that before anything could be done it would be necessary to test him.

He was given the Otis Gamma and his I.Q. was tabulated at seventy-four. He had high social-service preferences but the others were low. Then the Weschler-Bellevue was administered to determine more about his mental ability.

Here was a man defeated while still young by forces and circumstances that were beyond his control, and he did not know exactly what was going on in the world.

No more vocational advisement can be given this man until he gets a complete psychiatric counseling. This is necessary before a rehabilitation program can be established. There has been no disposition of this case as yet, as he is not ready for counseling.

Case B. This is an interesting case because it involves guidance which affected the morale of a man who needed the help that he received at the center.

Mr. B. was twenty-four years old, married and had two children. He had finished the tenth grade of school and had then gone to a Trade school, studying to become an auto mechanic. Upon graduation from the Trade school he worked as an auto mechanic for two years and prior to his entrance into the service was earning a journeyman's wage. He was drafted late in the war because his family and his skill as an auto mechanic, but he was finally called and assigned to the infantry. He was given his basic training and upon the completion of this short training period was shipped overseas and into combat. It was just five months from the

time he was inducted until the time he was seriously wounded in action.

He was struck in the back by machine gun bullets, the bullets entering his buttock, lower spine and penetrating into his bladder. He was hospitalized for eighteen months, twelve months of which he was paralyzed from the waist down. Gradually he recovered the use of his legs and was able to walk normally, but the remains of his disability resulted in inability to control urine, and bladder disorder. He was also limited in his stooping and bending.

When this man came to the guidance center he had not been employed since his discharge and was in a highly nervous state. His one inconvenience was a urine bag attached to his thigh. Otherwise he was able to move about rather freely. After talking to the man it was certain that a long range counseling program would have to be set up. Tests were administered. He was given mental ability, mechanical aptitude and clerical tests. In clerical and mechanical aptitudes he was above average. His previous experience as an auto mechanic and training in that field were carefully reviewed and evaluated in establishing him in an objective.

The objective of Automotive Parts Manager was established and met with approval of the counselee. The training officer assigned to this veteran exercised extreme care in effecting the placement of the veteran.

The man was taken to the manager of a large automotive agency and the man's experience, aptitude, and physical limitations were clearly defined to the prospective employer, stressing the bladder condition.

The veteran commenced training and weekly checks were made with the employer to determine the progress of the veteran. One outstanding factor noted was that the man, after two weeks on the job, began to carry on without the use of his urine bag. He was able to control himself then, and after approximately two months he was able to generally control his bladder condition. Since he had been working and had a job with a future, the nervous tension had been dissipated and the veteran's physical condition had improved tremendously.

This man has been on the job, in training, for six months and is now training to be parts manager. At everything he has undertaken Mr. B has been very successful. The veteran's objective was directly in line with his training and experience and the six-month follow-up made shows this man to be an excellent example of the work done in rehabilitating the veterans.

It is to be noted that the training officer who obtained a place for this man has a very difficult job. It is his business to take men like the ones mentioned in these cases and to "sell" them to employers. Such work involves a real desire to help the men and to aid them

during their period of readjustment and rehabilitation.

Case C. This case is an excellent example of the unconscious cruelty of human beings in the normal routine of their lives. Mr. C was a thirty-year-old married veteran and a graduate of a high school. He had been employed for eight years, before entering the Armed Forces, as a men's clothing and furnishings salesman in a large department store. He possessed all the mental and physical qualifications for success in this field of work.

While in combat he received a gunshot wound in his left hand, necessitating the amputation of his ring and middle fingers. It also was necessary to cut out a part of his palm in the shape of a "V" so that the result was a horribly mangled and unpleasant looking hand.

Upon his discharge he returned to his former employment as a men's clothing salesman. As stated before, this man makes a fine physical appearance, uses excellent speech and has an exceptional personality. He had not been back at work very long when he became cognisant of the fact that people were staring at him. Whenever he held out an article for a customer to inspect, he noted that they looked at his hand with revulsion, and at times actually drew away from him. Mr. C continued working under these conditions for three months and finally developed an emotional condition, a neurotic complex. It was then that he came to the center and his problem was surveyed.

A battery of tests was administered and it was found that he was a good salesman and a man who would do well when dealing with other people. The objective of Hotel Steward was suggested, and a complete explanation given regarding the necessary qualifications for this type of work. As a steward he would still come in contact with many people, particularly salesmen, so he agreed to enter this line of work. The claimant was established and placed in training in a large hotel and after three months, a follow-up was made. The man is making good progress in his new work and he will not have to keep his left hand in the eyes of the public.

It was further suggested at the time of counseling that a special glove be made for him to hide his hand, and he has procured such a glove for use in public appearances. The new work and the aid of the glove has changed the man back to his former disposition and peace of mind so that today he has made his adjustment well, and is succeeding very well in training to be a steward.

The change from salesman to steward may seem rather drastic, but upon a study of the two objectives it was found that they both deal with people, there is both selling and buying to a great degree, and the role of steward calls for an outstanding personality when dealing with management and employees and salesmen. That is why the man was placed in his new position, and it has worked out

excellently.

Case D. This case is one that shows the work entailed in the collecting of the information about the case history of a person and how it aids the counselor in his interview with the veteran.

Miss D. was a graduate of high school and upon graduation she enrolled in a liberal arts college. At the end of one year she left and took a course at a business school, learning how to operate business machines. She worked for a year as a machine operator, and as a clerical worker for a time, but was dissatisfied. Her next work was at the Springfield Armory where she was employed as a machine drill operator. She liked this type of work very much. She became interested in metal work and for another year worked as an assistant in the metallurgical laboratory in the Armory. At this work she did very well.

As can already be seen, this girl was restless and was trying to find some occupation that she would like to make her career. While at the Armory she took a three-months course in drafting and became very interested in the work. At this time she entered the Service, but remained only nine months. She was given a medical discharge because of mitral insufficiency and residuals of rheumatic fever. Upon discharge she commenced training as a draftswoman for two years. At this work she was exceptionally successful and became a drawing checker in a draftsroom. She was so interested in

this work that she decided to continue her institutional training in order to become a mechanical engineer. It was then that she came to the guidance center.

A battery of tests was administered such as the usual intelligence tests, the various tests of mechanical aptitude and the Minnesota Paper Form Board Test. In all these tests she was far above average and in some phases, such as spatial relations, she was in the ninetieth percentile. Her objective as a mechanical engineer was approved and she will commence her training next September, 1947. This objective was approved because of her excellent background in mechanics.

This girl was fortunate to be able to find an occupation that she really liked because so many people spend most of their lives at occupations that are dull drudgery. By being able to get the complete background picture of this girl, the counselor was able to approve her chosen objective. Without such a complete case history, there would have been a great deal of work involved to ascertain whether she was capable of entering such a profession.

Case E. This is a very interesting case because it shows the diversity of work done in order to assist a man to become independent of others.

Mr. E. was a single man, twenty-five years old. He had only gone as far as the seventh grade in school and had done odd jobs up to the time of his entrance into the Marine

Corps. He was wounded at Iwo Jima. He was what is known as being "sewed" by a machine gun. That is, the bullets from the gun made a series of holes in him similar to those made by a sewing machine with the result that he was seriously wounded in the left forearm, left side of the chest, left hip, and lower left leg. For these terrible wounds he had been given one hundred per cent disability. In the course of months he recovered and gained the use of his left arm but he had difficulty with his left leg. The injury received to his hip caused it to become fused.

When Mr. E came to the center he was told that his objectives were limited because of his disability. The counselor presented to him a description of many possible occupations and he looked them all over to see which ones he might like. His selection was confined to a sitting job as he could do little standing for any length of time, and any hard work was out of the question. A series of tests that included the Mechanical Comprehension, Dexterity and Manipulative abilities were administered. He was superior in the dexterity tests and was average in mechanical comprehension. He chose the objective of Watch Repair man. Since the training division had difficulty in effecting placement of men in training for watch repair men, it was necessary to recommend a course of training at a school located one hundred miles from his town in another city.

During the counseling process it was found that the man, because of his fused hip condition, was unable to put on his shoe or sock under any condition. He depended upon his mother to help him in the morning and to take the sock and shoe off again at night. The vocational adviser brought Mr. E to an orthopedic specialist who designed a special device that would enable the man to put his shoe and sock on without assistance. This device was a collapsible affair that looked like two long tubes with hooks at the extremities. The veteran could place the hooks in his sock and then draw it over his foot. Special shoes were made, opening in the front with a snap. The shoes had loops inside for the hooks and when the man had hooked the shoes on his feet he could merely use his good foot to kick the snap closed on his left shoe.

The device when collapsed is about ten inches long, and can be easily put inside the coat pocket or placed in a travelling bag. With the shoes and the device, Mr. E has become independent and has gone away to the school where he is now training to become a watch repair man.

It is impossible to make a follow-up study of all the cases, because when a man has left the center his folder is handed to some training officer who carries on until the man has completed his training. It is only the exceptionally difficult cases that have been followed by the center and then only because the training officers who are

assigned to the men come to the center and inform the counselors of the progress and adjustment the men are making.

It is hoped that a follow-up will be made so that the counselors will know whether the counseling they have given to these men has been good, or whether the aid they have tried to give the men has fallen short and if so, what the reasons are for the failure.

GENERALIZATIONS

CHAPTER VI

GENERALIZATIONS

It has been stated previously that each case presented to the Springfield College Veterans Guidance Center is handled as a complete and distinctly new problem. No two cases are or will be the same, with the result that an attempt to make generalizations will of necessity be superficial. Since the word generalize means, in addition to other things, to make indefinite, the author has resorted to generalizations of the indefinite type.

(1) Type of Subject. The one factor concerning all the men who have been served by the center is that they are all disabled veterans seeking guidance under Public Law 16, the law specifically set up to aid disabled veterans of World War II. In the tables listed in Chapter V the information concerning the background of the men as a group has been listed. By referring back to the first four tables it is possible to get a good idea of the group as a whole.

(a) Typed by Disability. To type the men and classify them into different groups is possible if the type of disability is considered. In the guidance procedure, the men were placed in training after their disability had been studied. The educational background was taken into consideration, but a man who had had a superior education could only perform a certain number of duties if he had been badly disabled. It is because of this that the disability rating played such an outstanding part in the

placing of men. Almost every man had been rated disabled on two or more counts but there were some ratings more prominent than others. The most numerous causes for disability were psychoneurosis, which included over fifty per cent of the group; diseases such as malaria, skin afflictions, tuberculosis, etc., contracted by forty per cent of the men; amputations, gunshot wounds, and a host of others among one out of five men. Many men who had recovered from their wounds received in service had, in addition, the misfortune to have some moving part of their body become stiff, fused, or useless. These men were in a class by themselves and had to enter training for a job that did not include walking, lifting, or quick movements. Other wounded veterans were in a position where any extended period of standing or walking would break open old scars. These had to be treated in still another manner. It was not the wound or disease that was so unfortunate, rather it was the residuals of these wounds that had caused the greatest difficulty in the rehabilitation of the men.

Thus it can be seen that a few general headings for the types of subjects may be stated in a general manner, but when it came to the counseling of each individual he no longer came under a general type heading. Each problem was different, and it was disposed of in that manner.

(b) Typed by Mental Attitudes. The men could be typed as those who realized their limitations and came

for assistance; and those who did not realize what a serious change their disability would place upon their future and wanted to enter an occupation which they would not be able to perform. It was this latter type that took a great deal of time and explanation before the veterans were able to comprehend that they would have to rearrange their lives and interests. Still another group came to the center with the idea that the center was a placement bureau and insisted that they be given jobs to their liking. These men were handled efficiently, and they soon changed their attitude. Another difficult group or type were the veterans who did not know what they wanted to do and wished counselors to solve everything. Many of the men in this group wanted to enter the professions without realizing that they needed superior mental ability and aptitude to enter a professional career that demanded long training.

The author believes that this second group discussed would be the better way to type the subjects. The first headings mentioned, (Classification by disabilities), are very important factors in classifying the men, but the second does show in a more general manner, just what the men were like who came to the center for guidance.

(2) Type of Diagnosis. By use of the case history and a skillful manipulation of the situation during the interview, an experienced counselor can, by careful evaluation of the facts presented, diagnose what should be done to reach

a satisfactory conclusion of the veteran's problem. Available to all is a complete list of tests which may be administered in order to discover in what fields the interests and abilities of the counselee may lie. These are the greatest aid in the diagnostic work and are invaluable to guidance workers.

The testing program used by the center has been described in a previous Chapter so nothing more will be added concerning tests. Case histories play a most important part in the diagnosis of men. The background of the men, their cultural, economic, educational and vocational experiences, their attitudes, ideas, interests and adjustments are all evaluated by the counselor in aiding the veteran to choose an objective. Case histories comprise three-fourths of the work done in guidance and if the information obtained through the medium of the interview is correct, it is possible to make a fairly accurate diagnosis.

Tests are merely employed to clear up areas of doubt or to check major interests. They are an aid to the case history in arriving at a diagnosis.

The only types of diagnosis, if they could be called types, are those by which the counselor either affirms a man's choice, cautions a man concerning a vocation, counsels negatively, or attempts to show a veteran that another choice would be better.

The tests do play an important part in the final

solution because the counselor, by interpretation of the tests administered, is able to know whether the man has the aptitude, ability, or mental capacity to perform certain types of occupations.

Cases are diagnosed, but to the author's knowledge there are no real and distinct types of diagnosis. Like the cases themselves, no two men are alike, nor are any two men handled the same way.

(3) Remedial Training. The guidance center has nothing to do with remedial training. The men who have been disabled have received this training at the hospitals where they have recuperated from their wounds and diseases. Prior to their discharge, the men were supposed to have become skilled in the utilization of their aids and false limbs. If the men have not become adept or familiar with their aids, they return to the Veterans Hospital and receive further training until they feel that they will be able to carry on alone. It is then and only then that they should come to the guidance center seeking aid in becoming an integral part of the world and ready either to re-learn the occupation at which they were previously employed before their disablement, or to learn a new occupation that they will be able to perform without any too much handicap caused by their limitations.

(4) Counselors. It will be remembered that the

reason contracts were given to colleges to establish Guidance Centers was the dearth of competent men qualified to perform the duties and functions of a counselor. At the Springfield College Veterans Guidance Center, each counselor, or appraiser as he is called, has had long experience in the field of education. All the men have advanced degrees in education or psychology, and all have been educators of young people for years. With this great knowledge and wealth of experience gained throughout years of teaching and research work, these men are excellently qualified to do the work of counselors in the field of guidance.

As with any group of personalities, the ability of these men differs widely. They are all well qualified, of course, but two or three have a knack of gaining the confidence of the men whom they interview. The older men are perhaps the more successful. They have the wise and kindly appearance of those no longer hurried, and are always willing to listen quietly to the veterans as they present their problems. Their manner is easy and tranquil during an interview. The veterans, who are always comfortable in response to such an atmosphere, then never withdraw into themselves, but feel free to talk at great length.

The younger men, who are equally as efficient, of course, do not seem to exude the same unruffled calm. They are more brusque, more businesslike, eager to cut pre-

liminaries and begin to deal with the veterans' problems as soon as possible. They are not actually hurrying the counselees along, but that is the attitude frequently impressed upon the men. The result is a great deal of factual information, but not of the confidential type obtained by the older counselors.

These human factors are what the veteran sees when he seeks advisement. Everyone cannot be of the same personality, nor can everyone gain the confidence of men as well as some few can. The counselors at the center have done, and are doing, an outstanding service to the veterans and to the field of guidance, and they have all had success with the men whom they have counseled.

The one concrete and absolute generalization that can be made is that the men who came to the center seeking guidance during the period June to November 1946 are all in need of rehabilitation and are all disabled. For this reason, everything possible is being done to help these men regain what they have lost, and to have them become once again independent, useful citizens.

RESTATEMENT OF PROBLEM, CONCLUSIONS, AND LIMITATIONS.

CHAPTER VII

RESTATEMENT OF PROBLEM, CONCLUSIONS, AND LIMITATIONS

(1) Restatement of Problem. This problem is an effort to obtain the available material dealing with advisement and counseling pursued by the Rehabilitation Center in Springfield, Massachusetts, and to show the construction of the organizational set-up, its aims, and the results of the work performed.

(2) Conclusions. Upon completion of this survey and report of the Springfield College Veterans Guidance Center, it is possible to draw some conclusions regarding vocational guidance in general, in relation to the work being done on such a large scale with disabled veterans.

Three questions might well be asked after surveying the facts and figures presented in this report: "How is the work with veterans affecting vocational guidance, throughout the country, and at the Springfield Center specifically?" "What are the expectations of veterans who come for vocational guidance?" "What predictions may be made for the future of guidance because of the effect of this veterans program?"

A. To answer the first question, the author has found that haste and mercenary motives are affecting post-war guidance work.

(1) The speed necessary in working with so many veterans is affecting guidance, in the opinion of the author. In handling these veterans, the counselors are overworked,

and have a tendency to be too hasty. When haste is the slogan, the standards are lowered and the services are less effective. More reliance is being placed on tests and case histories than on interviews. It is necessary to go further into counseling beyond one interview, but the number of men being handled often prohibits this.

(2) It is possible that the guidance centers throughout the country are also interested in obtaining the fee for counseling. They find an objective for a man and later, if he is dissatisfied, it will be the job of the Veterans Administration to try to straighten him out. This part is already beginning to plague some guidance centers as men are returning for revaluation. These men have been hastily counseled and placed in training in some occupation that they did not like originally. The author fears that as more men are counseled there will be an increasing percentage of men returning for further counseling.

(3) At the Springfield College Veterans Guidance Center in particular, possibly more care could be exercised to make certain that the men, when they have been served by the center, will have no cause to return for revaluation either because of haste or misunderstanding.

This center, like any contract college guidance center, is under pressure for selfish motives, but to date has been able to maintain a high degree of efficiency and standing among similar centers throughout the country.

This center has been fortunate in having a high calibre of men as appraisers and in having them for the purpose of guiding the veterans who have come for help.

(B) Secondly, the expectations of the veterans who come for vocational guidance seem to fall into two groups: those who come with legitimate expectations, and those who come with unwarranted hopes. The first group is usually pleased with, and helped by, the aid given them by counselors. The second group expects definite counseling. They want the counselor to do all the work for them, and to choose an objective for them. They are more often disappointed.

(C) In answer to the final question, the author feels that the effect on guidance, because of the turmoil that will continue for a few years, will be varied. In some cases guidance will be discredited while in others it will make advances and improvements that will establish guidance in the position it deserves. Today the need is for a campaign to educate the ex-servicemen as to the true philosophy, service, and methods of vocational guidance.

(3) Limitations. The author, while compiling the material for this report, at first encountered some difficulties because of the rules set up by the Central Office. After learning what could be used and what was not accessible, the author was given the greatest cooperation and assistance by all the members of the Springfield College

Veterans Guidance Center. Without this wholehearted support, this report could not have been as complete as it is.

The outstanding limitation was that it was impossible to contact every case and get first-hand knowledge of each and every problem that had been presented to the center. However, a sufficient sampling was possible, with the result that the author was able to get an accurate picture of the machinations of the guidance center.

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Since this report was of an original nature the author has not listed an extensive bibliography. The literature found in this listing contains the nucleus of the information pertaining to guidance centers, and is not a complete list of references. The references listed are considered most valuable to one who wishes to discover the rules and laws binding the guidance centers and their personnel.

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